DOCUMENT RESUME

ED 371 105 UD 029 958

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TITLE Interim Recommendations To Promote Minority Permanence at the University of Pennsylvania. Working Draft for Discussion.
PUB DATE 1 Mar 94
NOTE 93p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Academic Persistence; Black Literature; Black Students; *Black Studies; College Students; Educational Finance; Financial Support; Graduate Students; Higher Education; Incentives; *Minority Groups; Program Development; *School Holding Power; *Teacher Recruitment; Teacher Salaries
IDENTIFIERS *University of Pennsylvania

ABSTRACT

A review of the programs and policies to support the retention and nurturing of minority faculty members and students at the University of Pennsylvania leads to a number of recommendations to expand minority group representation in student and faculty ranks. These include (1) establishing departmental incentives for minority faculty recruitment, including making minority appointments beyond the regular allocations; (2) retaining the Faculty Investment Fund that helps finance new faculty salaries; (3) funding new faculty positions for Afro-American studies, Black Literature and Culture, and courses on other minority culture groups; (4) establishing a minority graduate center and an office for minority graduate and professional student recruitment; (5) establishing a network of support for minority undergraduates; (6) establishing a financial aid fund for gifted underrepresented minority undergraduates; (7) establishing a continuous review process for issues regarding minority permanence; (8) meeting fund-raising objectives for the Minority Permanence Development campaign; and (9) implementing programs for staff development in racial awareness. Action plan activities are discussed in detail. Twelve graphs and nine tables present some data about minority representation at the university. (SLD)

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ED 371 105

WORKING DRAFT FOR DISCUSSION

Interim Recommendations to Promote Minority Permanence at the University of Pennsylvania

March 1, 1994

Proposed by: Dr. Valarie Swain-Cade McCoullum
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U.S. DEPARTMENT OF EDUCATION
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I. PREFACE

Over the past two decades, University of Pennsylvania faculty members, students, executive officers, staff, and administrators have engaged in a important dialogue regarding the stated mission of the University to increase minority presence and to ensure minority permanence at the institution. This dialogue has been enriched by the retrieval and analysis of a documentary history unparalleled, perhaps, in U.S. higher education, and it has yielded a shared understanding that the University's commitment is to achieve and maintain a critical mass of faculty members, administrators, students, and staff from population groups of color which have historically been under-represented on the campus, including African American/Black, Asian American, Hispanic/Latino, and Native American/American Indian.

Some progress towards this goal has been achieved through the establishment of programs, policies, and practices which have effected an increased presence of some under-represented racial minority cohort groups. A current listing of these extant University programs may be found in the document: **Summary of Programs to Support Plural Permanence at Penn**, which provides information, through my office, about current University programs which support the retention and nurturing of minority faculty members, undergraduate students, graduate and professional students, and staff; gives details concerning the current Minority Permanence fundraising campaign; and provides an overview of Penn community outreach efforts.

However, as documented in the careful review of the **Summary**, progress to-date towards the establishment of a critical mass of under-represented, minority undergraduate, graduate, professional, and faculty scholars at Penn has not been uniform across all categories of cohort groups. In addition, some initiatives which have been previously established have not yielded an optimal set of institutional results.

It is clear that Penn will maintain institutional distinction in the 21st century only with a permanent, plural group of scholars from cohort groups which represent all populations, including those presently under-represented racial minority demographic cohort groups which are in the process of redefining the notion of "majority" in our nation. I believe that we must redefine our challenges in this area, must discard institutional practices that have been ineffective, must augment programs and practices which have been successful in increasing the representation of minorities on our campus, and that we must embrace new, innovative, and creative institutional strategies which will permanently effect change.

In 1991, former Penn President Sheldon Hackney commented:

> "Progress has been made, in the United States and at the University of Pennsylvania, in increasing diversity and equality of opportunity...Much has been achieved in establishing and securing minority permanence at Penn. Many formal mechanisms and resources are in place to sustain and support that presence. However, the Civil Rights movement of the 1960's never completed its task. To have torn down many of the visible barriers to equal participation in our society is not the same as having created a path along which everyone has secure footing. We have agreed to do more to smooth that path to

> prove...that a University can successfully push itself to examine closely its successes and failures, to reconsider the perceived limits of institutional commitment and resources, and above all, to be courageous and creative in finding resources, particularly in stringent fiscal times, to meet urgent and unlimited needs. This is the time for such immediate re-examination."

Accordingly, President Hackney and senior minority faculty agreed to initiate a review process to identify and highlight, from the University's documentary history on minority permanence, specific outstanding and/or unresolved commitments, issues, and recommendations to increase minority presence and to ensure minority permanence on the campus. Commitments analyzed were in four key areas: faculty; undergraduate, graduate and professional students; general academic programs; and support services. While numerous documents were collected, this "Retrospective Review Committee" limited its formal review to only those written recommendations as contained in documents (reports, summaries, correspondence) which were "institutional in nature," e.g., a product of, or generated by, task forces, committees, subcommittees and working groups sponsored by, initiated by, or authorized by the University.

The Retrospective Review Committee reported their findings, to former President Hackney, in June of 1993, and I have just completed my review of their findings and associated documentation. In addition, I have completed an analysis of materials and recommendations generated from a series of meetings I have participated in, over the past year, for faculty, students, and staff members from African American, South Asian and East

Asian, Latino/Hispanic, Native American, and other minority groups as part of an ongoing, campus community minority permanence information-dissemination and planning process. I felt that this additional process, with the support and participation of Retrospective Review Committee members, would help to elicit and periodically update those specific institutional issues of current concern to minority community members, and to develop a shared understanding of community recommendations for expanding under-represented minority group presence on the Penn campus.

I have also sought, through the Affirmative Action Council, detailed recommendations from other minority student and staff groups, including all undergraduate student groups which are members of the United Minorities Council, the Black Graduate and Professional Student Association, the Asian Pacific American Faculty and Staff group and the Latino Association of Faculty and Staff.

Initially, my analysis of the Retrospective Review Committee's work, and of information derived from community discussions as detailed above with important internal constituent groups and individuals, focused on those "academic constituent groups" that the University has previously acknowledged commitment to expand including under-represented minority faculty, undergraduate students, graduate students, professional students, and academic programs. However, there quickly emerged a range of additional concerns regarding the presence of and support for Penn staff members, and the lack of data to support minority permanence program decisions and development, and recommendations were

offered to advance these important community considerations as well.

I have also spent a considerable amount of time reviewing all recent (over the past two decades) issues and recommendations raised by an additional number of other institutional committees and groups devoted to access and equity issues relevant to the Penn community, including the African American Association, the Minority Permanence Development Oversight Committee, the Affirmative Action Council, the Black Student League, United Minorities Council representatives, the UA, GAPSA, BGAPSA, and the Black Presence Steering Committee. During the course of my review, I also have shared, with community members, all of these groups' findings relevant to institutional minority permanence progress and prospects, and I have elicited their advice.

After consideration of all information received to-date as detailed above, I have developed a set of recommendations, which I propose that the University implement in FY 1995, for interim steps the University of Pennsylvania might take, including both extant and potential new initiatives, to expand minority group representation in our student and faculty ranks. I believe that we must adhere to that administrative philosophy espoused by Interim President Claire Fagin and Interim Provost Marvin Lazerson, which assumes that:

> "Decisions and solutions to problems should be made as close to the source as possible...accountability and power must go with responsibility. Our focus needs to remain on the fundamental educational mission of the University. When that focus is clear...we can make Penn the exemplar for American higher education."

I also believe there is a considerable amount of work to be done to expand the representation, retention, and progress of minority staff members, and--although I also have included some recommendations for those areas of critical concern regarding staff which have been identified to me as I have moved through the process of formulating these recommendations-- this population of our community is under the purview of the Executive Vice President and the Vice President for Human Resources, and so I recommend that these two officers be charged, by the President and Provost, to develop specific recommendations for this additional, important group of community members.

Following are those proposals which I believe will expand the representation of minority academic cohort groups on our campus, and cost estimates for implementation, where available, noted. I believe these findings should be viewed through an operant perspective detailed in a recent report, "Meeting the National Need for Minority Scholars and Scholarship: Policies and Actions" (Adams et.al., SUNY at Stonybrook):

> "No institution can be excellent without being truly plural...for the years ahead, the major challenge is for universities to create the environment for institutional changes essential to bringing more [under-represented racial minorities] into scholarly training and careers...University administrators--presidents, deans, department chairs--must exercise responsibility for

conceptual leadership for an explicit academic plan with the goals of excellence and pluralism, for enhanced recognition of mentoring, and for the use of incentive and reward systems to reinforce desirable changes in [community] behavior."

II. Interim Recommendations to Expand Minority Permanence on the University of Pennsylvania Campus

Proposal 1: Establish additional departmental incentives for recruiting minority faculty and for promoting minority scholars; making minority faculty appointments beyond the normal, regular faculty allocation.

A. Making minority faculty appointments beyond the normal regular faculty allocation.

I suggest that, effective for this recruitment season, Provost's Office Reinvestment Funds, and those funds currently available in the Minority Permanence Development UPS Faculty Salary Fund, be used to support both the use of available "regular" slots and an institution-wide "target of opportunity" **(TOP)** faculty initiative. Schools should be encouraged to work with department chairs to identify extraordinarily talented minority

faculty who can be admitted to tenured, or tenure-track, positions fully-supported by departmental faculty. In addition to "regular" vacant slots, "target of opportunity" positions can be created as a competitive, institution-wide initiative, and central funds which are currently being used to support salary in full, or to provide "last dollar" support to augment School resources, should be reallocated to this program. Scholars identified to fill "regular" tenured or tenure-track slots should be supported in full by the School. **TOP** scholars would be supported in full centrally, if Schools did not have the resources to pay the salary, for the first year; would receive central support for no more than half-salary for the second year, and would be picked up, in full, by their School in the third and following years. Effective immediately, scholars currently centrally supported through previous agreements regarding salary offset by the Office of the Provost would be, with the approval of the Dean, transferred, for FY1995 and beyond, to the Schools' budgets. Estimated cost: There is, through the Provost's Office Reinvestment Fund and the UPS Minority Permanence Faculty Endowment, a pool of over $380,000 which is currently used annually to support the salaries of a number of recently-hired minority faculty. These

funds could be freed to support this proposed initiative providing that Deans agree to immediately shift the salaries of minority faculty, currently supported through these funds--some on a multi-year basis--to School budgets. The costs would be School costs associated with the salary transfer, and these could be calculated by Manny Doxer if this program were approved (they would be the sum of all extant central fund minority faculty agreements). The increased costs to the Schools would have been absorbed by the Schools at some point anyway as faculty being supported are already on institutional salary. The creative solution would be to have the Schools agree to pick up the costs earlier so that this innovative competition could be initiated using funds already designated, and in-hand, to advance minority faculty permanence.

B. Establishment of new departmental incentives for recruiting minority faculty and promoting minority scholars.

If the "target of opportunity" format were to be initiated, as a trial for one year to supplement "regular" departmental faculty recruitment activity as detailed above, the primary incentive for a department would be, if it were to submit a

competitive **TOP** recruitment proposal, that it would gain a new faculty colleague and expand the number of "slots" in the department. Additionally, I believe that each Dean might work with her/his faculty to identify additional School-specific incentives for faculty who make contributions to the recruitment, retention, and promotion of faculty scholars. I suggest, for the interim, that each School Dean could present the following suggestions to their department and graduate group chairs, and then choose those suggestions to implement, as part of a specific annual plan submitted to the Provost and reviewed over the course of the year, which they believe will improve the representation of the faculty of color and which they will agree to implement either through their current operating budgets or through School fundraising. Estimated cost: would vary according to the School's plan. Following are some recommendations which could be incorporated into School plans.

1. Schools with no under-represented minority faculty members need to immediately develop realistic goals for increasing the presence and permanence of tenured and tenure-track minority scholars in their departments with an immediate goal to hire at least

one minority faculty member by FY1995.

2. Deans, directors, and department chairs should be held responsible for assuring that pluralism is one of the key tenets of their School/department's academic plan and for their direct contributions, via the hiring and promotion processes, to the presence of minority faculty scholars at Penn;

3. Faculty affirmative action practices should be reviewed annually to gauge their effectiveness in promoting minority faculty hiring, and the Provost should designate a senior academic officer to monitor School affirmative action activities;

4. To underscore the responsibility of department chairs to fulfill institutional commitments to a plural community of scholars, Schools should institute appropriate structures that support excellence through the increased representation of minority faculty including orientations for new chairs, annual review of institution-wide and School/department affirmative action goals, research funds, and awards;

5. School-based programs of faculty and staff development, incorporating ongoing School and

departmental assessments of issues impacting on pluralism, must be designed, funded, and implemented so as to ensure the fullest participation of all segments of the community. As previously noted, Schools and departments should provide resources, including research assistantships, clerical support, and equipment as appropriate, to support faculty who are active in activities which support pluralism in the community. Additional incentives for faculty might include:

- fellowships and grants as recognition for outstanding work with minority scholars;
- leave time for faculty to develop curricula, to work on minority recruitment, and to mentor minority students;
- individual awards in the form of peer recognition; and
- credit for programs that advance pluralism should be given to junior, tenure-track faculty that contributes to their tenure appointments;

6. Senior faculty members should be actively encouraged to involve minority junior faculty members in their departments in mentor and sponsor

relationships. Department chairs should expedite the process through which entering junior faculty members are matched with senior faculty members and should closely monitor their progress;

7. All members of the Penn faculty, but particularly senior faculty members, must consciously work to expand their concept of the larger community of scholars of which they are members. Specifically, they should:

   - build cross-institutional interdisciplinary and departmental affiliations with faculty researchers who teach at historically-Black colleges and universities, predominately Hispanic institutions, American Indian tribal colleges, centers for Asian American Studies, and other institutions with a significant cohort of under-represented undergraduate students;
   - consciously work to include minority graduate students and faculty in the variety of collaborative enterprises fostered by academia--including conferences, symposia, professional meetings, and major research projects;
   - seek out minority scholars, within their department and/or graduate group, with whom to

collaborate on research publications; and

- work to ensure that minority and women candidates become fully informed about possible research support opportunities and assist where possible, in the preparation of applications for grant support;

8. Faculty chairs of searches should use innovative recruiting measures to ensure the broadest and most diverse pool of candidates possible, including the following:

   - more broadly defined specialties listed in job descriptions;
   - recruitment outside a standard set of "equivalent research universities" to institutions, including HBCUs, American Indian, Hispanic majority, South and East Asian, and other institutions which are graduating the largest number of talented minority graduate and professional students;
   - where applicable, faculty applications should be encouraged from minority professional practitioners who have achieved excellence outside the academy including those active researchers who have earned Ph.D.'s but who

have not considered positions inside the academy;

- fuller consideration for transfer to tenure and tenure-track positions should be afforded to those minority scholars currently occupying ancillary positions in the University, including part-time, temporary, or non-tenure track instructional staff;

9. Departments can foster scholarly excellence, and concomitant faculty productivity, in several ways. One of the most important mechanisms is to provide security through clear expressions of departmental and institutional expectations for the level and quality of work needed for promotion and tenure;

10. A minority junior faculty leave and research support program should be established. The program should be open to all junior faculty and offer a one semester leave-of-absence at full salary for assistant professors (and perhaps, for associate professors) with matching funds for sabbatical leave; and

11. Department chairs should take the lead in increasing minority faculty members' -- especially junior faculty members' -- chances for academic

success at Penn. They should partner minority faculty extramural responsibilities by both offering advice and selectively distributing departmental duties. Chairs should clearly state professional expectations and should meet with minority faculty members at least once per academic semester for progress reports prior to tenure review. In addition, as previously mentioned, they should ensure that junior minority faculty members have at least one mentor to serve as a "bridge" to the rest of the department. Such mentors can also help young faculty members in establishing cross-institutional and extramural connections and recognition within their academic discipline.

Proposal 2: Retention of the Faculty Investment Fund for new African-American faculty with sufficient resources to provide one-half of the cost of each new faculty salary for six years.

Please note my comments for Proposal 1, Sections A and B. I believe, if the Deans concur, that Schools should take earlier responsibility for the full support of all of their faculty members. Available funds, I suggest, should now be focused on a competitive, "last-dollar," basis for extraordinary appointments of the most severely under-represented minority faculty, including

African American/Black, Hispanic/Latino, and Native American/American Indian scholars, Asian American, and other minority cohort faculty groups where they are under-represented across the University. The primary incentive for participating, successful Schools/departments, would be (an) additional faculty slot(s). Also, I believe that Schools and departments should assume full responsibility for scholar support as rapidly as possible, but no later than two years after the faculty member has been hired. This "salary roll" would free Provost's Office resources so that other Schools and departments would be able to use central ventures funds which have historically been "tied-up," for as many as three or four years, to support the same small number of scholars from only a few Schools and departments.

Proposal 3: **Funding of three to five full-time faculty and five to ten part-time faculty, for Afro-American Studies; fund two full-time faculty for the Center for the Study of Black Literature and Culture, and establish a distinguished chair in Afro-American Studies. Also, expand funding for faculty scholars from other minority cohort groups in areas where they are under-represented.** The Afro-

American Studies Program and Center for the Study of Black Literature and Culture have an institutional tradition of superb, senior faculty leadership whose appointments have been based within their disciplinary focus. I believe that care must continue to be taken to assure that those scholars who have the privilege of being appointed to one of these important centers will continue to enjoy the disciplinary affiliations which have been a part of the nurtured development of these important Penn programs. With that suggestion, I have several, additional recommendations for the support of AFAMS, CSBLAC, and other such interdisciplinary centers.

A. Augment funding for full and part-time faculty in the Afro-American Studies Program and the Center for the Study of Black Literature and Culture.

The importance of both of these programs, to the University, and to extra mural scholars, cannot be underscored sufficiently. AFAMS is a Provost's Center operating budget, so that decisions about the provision of augmented resources for faculty support could be made as part of the Provost's decisions regarding annual subvention. The Center for the Study of Black Literature and Culture, however, is largely grant-funded, and endowment

must be sought to assure its permanence. I suggest that conversations between the Provost, the Dean of Arts and Sciences, Dr. Houston Baker, and Dr. John Roberts be held to develop strategies for joint Arts and Sciences and Provost's Office fundraising for both of these centers. Not only do faculty, but undergraduates and graduate students and all other community members benefit from this work: these are two University treasures. Estimated cost: at least $2 million to support Program priorities for each center ($4 million total).

B. Establishment of a distinguished chair in Afro-American Studies.

President Fagin and the Dean of Arts and Sciences have linked their active search for endowed chairs to the University's Minority Permanence Development initiatives as part of the Campaign for Penn. Dr. Houston Baker, Dr. Mary Frances Berry, Dr. Robert Engs, Dr. Benjamin Shen, and Dr. John Roberts are among the Arts and Sciences' faculty who could assist in the fundraising for faculty development funds, including endowed chairs, which would be marvelous complements to the important interdisciplinary work programs like the Center for the Study of Black Literature and Culture, the Afro-American Studies Program. The faculty can give

the best advice to the Dean on the location of the Chair, but, perhaps, the most exciting way to do this might be to garner the funding and then open the competition to all departments similar to my proposals for "target of opportunity" funding in Proposal 2. Estimated cost: a minimum of $1.25 million to endow the Chair.

C. Create Additional Centers

An additional number of under-represented minority faculty, from demographic groups not currently referenced in this section, should be actively sought to ensure the continued, international distinction of our faculties. Also, Schools and departments should be encouraged to create additional academic, interdisciplinary centers which can further advance institutional study of other under-represented racial minority groups (including Asian American, Caribbean American, etc.).

D. Asian Faculty Representation in the School of Arts and Sciences

Many respondents, particularly undergraduate students, are concerned with the lack of representation of Asian faculty in the School of Arts and Sciences. The Dean and key departments

should reassess the use of lecturers and determine the feasibility of appointing standing, tenured, and tenure-track Asian faculty.

Proposal 4: Establishment of a minority graduate center and an office for the recruitment of minority graduate and professional students.

A. Establishment of a minority graduate center.

The Office of the Vice Provost for Graduate Education has now been established to work with the Graduate Deans, graduate groups, and departments on academic aspects of Ph.D. education. The Office assumes no responsibility for professional Master's degrees, professional degrees, and/or professional doctoral programs. Therefore, I believe that there is a need for a structural change to enhance institutional recruitment and cross-disciplinary retention and mentoring efforts for those students whose academic programs are outside the purview of this academic officer. Following are my recommendations in this area.

1. Each School, with department and graduate group chairs, should develop strategies regarding mechanisms for the support of minority graduate and professional students. Some Schools, like the School of Medicine and the School of Engineering and Applied Science, have long-standing Offices of

Minority Affairs which are national models for support. Others have not established what students perceive as visible mechanisms for support, and I believe this is one of the reasons why matriculation and graduation rates for under-represented minority graduate students are disparate to our institutional mean for majority students.

2. The Provost should convene the Council of Deans to hear presentations from Schools which have established specific, successful minority recruitment and retention initiatives, including the School of Medicine (Dr. Karen Hamilton), and the School of Engineering and Applied Science (Cora Ingrum) about successful strategies for the retention of minority graduate and professional students that work at Penn, and then, each School should determine how its students will be supported.

3. Deans and department/graduate group chairs must also be substantially involved in the recruitment and support of under-represented minority graduate and professional students, and they should routinely include matriculated under-represented minority graduate and professional students in

their Schools as partners in an ongoing conversation to jointly assess current levels of School support and student perceptions of the effectiveness of these initiatives. Graduate students specifically cite the need for formal, School-based support systems to assist them as they move through their programs.

4. Exit interviews need also to be conducted by the Schools, with departing graduate and professional students, to determine their reasons for departure so that efforts can be made both to retain these students, and so that information might be systematically gathered to assist all students.

Estimated cost: FY1994, none, as Schools should use the year to develop plans. Thereafter, costs would be borne by Schools as appropriate (if larger Schools established full-service offices, the minimum salary/program cost, per annum, would probably be around $100,000 for salary and program costs). However, the creative assignment of a tenured faculty person, or half-time administrator, to oversee the program, could cost significantly less.

B. Establishment of an office for the recruitment of minority graduate and professional students.

Following are my suggestions regarding this proposal.

1. An individual should be hired centrally, in the Office of the Provost, to develop and promote more intensive institutional efforts to recruit and retain under-represented racial minority graduate and professional students, including additional recruitment outreach efforts developed and initiated by individual graduate groups, departments and Schools. This individual should be responsible to the Provost for serving as liaison to the Deans, and the Vice Provost for Graduate Studies, in this area. Estimated cost: minimum of $120,000 per annum for staff salaries, program operations, and national recruitment travel.

2. A substantial increase should be made in fellowship funding for under-represented minority students. Estimated cost: Funds sufficient to guarantee support to admitted students. Penn currently provides an average of $850,000 annually from central sources. The Offices of Resource Planning and Budget and Institutional Research and Policy

Studies can provide data re: Schools' current student financial aid budgets so that a final estimate of ongoing costs can be developed for review.

3. Multi-year funding awards should be guaranteed for the most promising prospective under-represented minority graduate and professional students. Some progress has been made towards this in the Schools, although there is a need to have Deans and the Vice Provost for Graduate Education provide annual updates about the status of this goal, and with estimated costs of any long-term initiatives in this area. Estimated cost: $100,000/student per four-year term.

4. Each department and School should be required to annually submit a Minority Recruitment and Retention Plan which outlines specific plans for the recruitment and retention of under-represented minority graduate and professional students. Each department and School should be required to make an annual progress report on its efforts in this area. The reports should be merged, by the Office of the Provost, into an institutional plan for the recruitment and retention of under-represented minority graduate and professional students.

5. Factors such as grades, class rank, letters of recommendation and an interview should be given due weight in the admissions and financial aid process, and academic departments should review the extent of their reliance on standardized tests (Graduate Record Exam, LSAT, MCAT, GMAT) as a measure of preparation, predictor of performance and criterion of "excellence." This is an ongoing conversation, which can be held with the MPDF faculty and Deans as a central conversation, and inaugurated and sustained by the Provost and Deans with department and graduate group chairs.

6. Recent under-represented minority Ph.D.'s and other terminal professional degree recipients should be identified and recruited by departments and graduate groups for post-doctoral fellowships in their respective disciplines. Fellows should be appointed as post-docs for one to two years, should be engaged in research while teaching one or two courses per year, and should be mentored by a senior colleague. This mentorship and other interaction with colleagues in the host department are important if fellows are to be considered for possible faculty appointments. Estimated cost: this proposal might be a part of the faculty

initiative suggested in Proposals 1 and 2. Again, the pool centrally could be at least $350,000, but this must be augmented by Schools, departments, graduate groups, and centers which participate so that a "last dollar" central approach can be used. Need a minimum of $50,000/year for each fellow supported.

7. Schools, departments, and graduate groups should evaluate the capacity to actively promote Master's level programs, for all students, but particularly to promote the access of under-represented minority and other baccalaureate graduates, including those who may be first-generation college students, into graduate and professional programs. To these talented students, Master's level study might prove to be the catalyst for a sustained interest in doctoral study, and might assure the important disciplinary "grounding" for successful completion of doctoral programs.

Proposal 5: Establishment of a supportive service network within each undergraduate school to monitor academic progress and enhance the academic success of minority students.

This is a long-standing item which has been implemented formally by several undergraduate

divisions. The School of Engineering and Applied Science has the longest track record in this area, with Cora Ingrum's office having been established many years ago. This model was replicated, in part, in the College of Arts and Sciences with the revision of Janice Curington's role in that School two years ago. In any event, the Provost should ask the Council of Undergraduate Deans to discuss the present status of this item, to hear from Cora Ingrum regarding her successes so that the SEAS model might be used, as appropriately modified, by other Schools without current programs, and to best support the students. The active engagement of department chairs and faculty, in overseeing the progress of their own undergraduate majors, also must be actively sought. There is an additional need for administrative oversight in each School, clerical support, and program costs. The advice of students, and a sense of their current and changing concerns, must also be sought so that ongoing partnerships, between students and faculty, and the School's administration, may be developed, and there may be costs attendant to such work including monies for student/faculty receptions, dinners, and other support program activities. Estimated cost: depends on the Schools' individual program decisions; however, an office with a professional

staff member, a support staff member, and some program operating funds could cost $120,000 per annum. **NOTE**: Schools should also develop closer working partnerships with central student service units, such as Academic Support Services, the University Counseling Center, the Greenfield Intercultural Center, the Women's Center, and the African American Resource Center, which can serve as student support, resource ,and referral centers

Proposal 6: Establishment of a Provost's financial aid fund for gifted under-represented minority undergraduates.

I believe that the Board of Trustees must continue Policies of Need-Blind Admissions and Need-Based Aid. These policies contribute to the strength and diversity of the University and provide otherwise unavailable opportunities for low income students. In addition, the practice of assigning under-represented minority students to the top financial aid package is essential to assure that we are able to attract and retain exemplary young scholars. Also, the University should continue present policies, begun in 1988-89, to reduce the loan and self-help portion of financial aid packages, continue budgeting funds to offset the changes in federal

regulations for financial aid, and in light of these federal changes, consider even further reductions in self-help. We should provide ongoing programs on student budgeting, where students are given advice on how to budget their finances. Finally, successful undergraduate summer and academic year research initiatives, such as the Mellon Minority Undergraduate Fellows Program in the Humanities and Social Sciences, and the University of Pennsylvania Summer Research Program for Historically-Black College and University Undergraduates, need to be sustained, broadened to include other under-represented minority cohort groups, and expanded--with School, departmental, and graduate group support--across all of the University's graduate and professional Schools. Estimated cost: Bill Schilling provides annual estimates of the costs for these programs which I have not had access to in the past. The Office of Student Financial Services and/or the Budget Office should give us this information. If these items are maintained, and, if summer tuition and research support is provided as noted in some of the other proposals below, we should be able to increase minority undergraduate presence--through graduation---at Penn.

Proposal 7: Establishment of a continuous review process to implement the earlier recommendations of task forces and committees which have examined issues regarding minority permanence on the Penn campus.

There should be, in my opinion, a systematic, periodic review, by the Council of Deans, of the University's progress towards implementing proposals from the recommendations set forth in this document, and of those proposals adopted from such important committees as the Commission on Strengthening the University, Task Force on Black Presence, Provost's Working Group on Advising and Retention, and other committees, in light of current institutional conditions. Also, additional attention must be paid, I suggest, to partnering School "connections" to students and to expanding services to undergraduate, graduate, and professional students. I support any recommendations which might enhance services--not just to under-represented minority students, but to all students. A number of committees have been convened, at present, to make institutional recommendations in this area. We should expedite their reviews and take action so services can be expanded.

Proposal 8: Meeting the central and school-based fund-raising objectives of the Minority Permanence Development campaign to assure ongoing, permanent financial support to enhance minority permanence.

I have been working with Dr. Gloria Chisum, Bill Schawbel, Virginia Clark, and Bonnie Devlin to suggest a new set of fundraising initiatives. Many of the following proposed activities are underway, although additional program monies are needed to meet estimated program costs for the entire package of proposals. As we move forward, I believe that the highest priority for completing this program is an "ask" which might be made by the President and Provost, for a $5 million contribution to endow the Provost's Office Minority Central Ventures Fund. Following are the details of my Development recommendations.

OVERVIEW: MINORITY PERMANENCE DEVELOPMENT RECOMMENDATIONS

The stated goal of the Minority Permanence Development component of the University of Pennsylvania Capital Campaign is to provide those resources essential to the attraction and retention of superbly talented scholars from groups which are most under-represented in institutional faculty, undergraduate, graduate, and

professional ranks. Trustees and executive officers of the University have set a fund target of $35 million dollars to be raised by the end of the Campaign in December, 1994. Thus far, over $ 29 million has been donated with a residual goal balance to be raised of $6 million through individual, corporate, and foundation gifts.

The remaining two years of the Minority Permanence Development fundraising efforts are to conduct a "constituent campaign" through which Penn family members and friends--who share the University's commitment to foster institutional excellence in a plural future--provide resources to extant programs and activities which were among the first, and are assuredly the best, of their kind in the United States and are actively encouraged to partner creative new programs which have the potential for innovative replication at other colleges and universities. The support of University "targets of opportunity"--including central and School-based initiatives--will enable the University of Pennsylvania to surpass all others in the degree to which diverse, promising young scholars and contribute to the prospects of all citizens of the 21st century.

PROPOSED PLAN OF ACTION

The following are those action steps which are being suggested to support the stated goal of the Minority Permanence Development Constituent Campaign during the course of FY1994 and FY1995.

1. Develop an information database and other materials to describe existing minority permanence programs and to assist in defining the specific purposes for which resources will be expended. Also, develop a set of specific recommendations for central and School-based support of minority faculty development; undergraduate, graduate, and professional student research and financial aid; and the enhancement of academic programs. Identify support prospects for central and School-based activities.

Activities

a. Review existing institutional minority permanence programs;

b. Review MPDF expenditure patterns (FY1987 - FY1994);

c. Determine optimal allocation levels for the central Minority Permanence Development Central Fund for FY1995 and FY1996 and set a central goal at this level, and then provide escalating goals, as appropriate, for outlying years;

d. Within the context of stated MPDF core funding categories, identify and prioritize a discrete set of programs for which funding will be sought centrally and by Schools/centers; and

e. Create a new campaign brochure.

2. Periodically test and redefine minority permanence

program priorities with "sponsor groups" including the following: Minority Permanence Development Oversight Committee, Minority Permanence Campaign Advisory Committee, the Development Task Force on Minority Permanence Fund-Raising, the Council of Deans, the President's Advisory Group, School-based minority program directors, the Affirmative Action Council, and other key groups and individuals including the African American Association, Development Office directors and senior staff, minority tenured faculty, School/center academic and administrative officers, and student leadership groups so that an inter-institutional shared understanding of campaign challenges can be broadened, draft priorities sharpened, and campaign sub-goals identified to meet stated academic program priorities. The University should also actively seek to identify and encourage corporate and foundation partners to participate in this developmental review process who can also give valued advice and support as the program further develops.

Activities

a. Circulate documentation and derived data;

b. Hold ongoing series of briefing/exchange sessions with institutional sponsors;

c. Sponsor alumni regional focus groups (Philadelphia, Washington, DC., Baltimore, Atlanta, New York, Chicago, Puerto Rico, California,

Florida, Texas, and Boston) to discuss program successes, to detail funding proposals, and to engage interest in campaign participation;

d. Complete detailed alumni/friends prospect analysis;

e. Initiate contacts to build membership of the Minority Permanence External Advisory Committee; and

f. Prepare an updated listing of proposed corporate and foundation partners

3. Initiate Constituency Campaign solicitations.

Activities

a. Implement a formal Minority Permanence Development Fund annual giving alumni program request (with new brochure and plural program summary details) by May, 1994;

b. Identify key affiliation group, individual, foundation, and corporate donor prospects and begin solicitations in January, 1994 and thereon to meet MPDF central fund objectives (and continue ongoing School solicitations); and

c. Track gifts, and continue campus-based and regional presentations/solicitations, through December, 1994.

4. Upgrade the quality and frequency of minority alumni, external, and key constituency relations. The University

of Pennsylvania should substantially increase the quality and frequency of external/public/community close constituency relations efforts so that Penn minority programs and individuals can be celebrated.

Activities

a. Complete a comprehensive mailing, of current University minority permanence programs and activities, to all alumni of color and to that additional cohort of key major donor prospects who have evidenced interest, through previous gifts and pledges, and through survey report, in minority permanence initiatives;

b. Participate in major alumni regional and national events, as a plenary speaker and panelist, so that Penn's extensive plural programming becomes more widely known;

c. Help the News Bureau, and all other internal and external relations agents and media sources, to ensure and expand the positive coverage of Penn minority faculty, student, staff, and program achievements;

d. Assist in institutional outreach efforts to the Black Alumni Society, the Association of Latino Alumni, Asian alumni, and Native American alumni so that these important Penn community members can increase their active participation in the life of our University;

e. Develop, with those sponsor groups identified as core leadership groups and appropriate institutional officers, a central MPDF calendar which will be used to guide central "friend-raising" and "fund-raising" activities and serve as a time frame for School/center initiatives; and

f. Actively encourage the participation of faculty, core administrators, and students in campus-based and regional gatherings; highlight key accomplishments of the same via guest appearances at alumni, School, and central functions.

5. Post-Campaign Strategic Planning. It is essential that the University community initiate a thoughtful analysis of institutional post-campaign objectives to assure that the momentum developed to support scholars of color, through the Campaign for Penn, is given continued prominence in the academic, development, and operational strategic planning processes which are underway for the University's post-campaign period beginning in January, 1995. Activities for this phase of development work should be derived from important institutional visiting committees and internal working groups such as the Penn Commission, the Trustees' Minority Permanence Advisory Committee, the Minority Permanence Retrospective Review Committee, the President's Advisory Group, and the

Minority Permanence Development Oversight Committee.

6. Among the most important priorities for the Minority Permanence Development Campaign Fund is to seek additional endowed and term support for the central fund which has been established, in the first phases of the Campaign for Penn, in the Office of the Provost. This fund, as described in the following summary, has been that fund which has served to create some of the most innovative, interdisciplinary, and creative programs which have ever been established at a U.S. institution of higher education. The fund currently has only a number of small term gifts, which will be depleted in 1995, to support the work of extraordinary minority faculty, undergraduate students, graduate and professional students, and programs at Penn. We must seek resources to permanently endow the Fund and to provide term support for scholars who are seeking pilot funding for additional institutional initiatives, for undergraduate, graduate, and professional student research, scholarship, and fellowship support, and for student research and internship initiatives. A fund description follows.

Central Innovations Fund Description

A central MPDF "ventures fund" can provide pilot support for innovative institutional and academic programs and initiatives designed to foster a pluralistic society and institutionalize greater diversity within the community of scholars. These efforts serve as models for Penn Schools and centers, and, additionally, for other colleges and universities seeking to broaden societal representation among those involved in the academic enterprise. Examples of central "ventures" programs previously funded through the Office of the Provost include the Center for the Study of Black Literature and Culture, the Mellon Minority Undergraduate Fellowship Program for the Humanities and Social Sciences, the University of Pennsylvania Historically-Black College and University Medical Summer Research Program, the Afro-American Studies Summer Institute for Incoming First year Students, the Minority Undergraduate Mentoring Program, the Latino Awareness Day Program, the Fontaine Graduate Fellowship Program, and the University of Pennsylvania/Lincoln University High School "Early Alert" Program in Mathematics and Physics. Additional such programs need to be established, by Schools and Centers, for other under-represented racial minority students.

Donations must be sought to provide for competitive funding initiatives in all four central MPDF fund component categories: faculty support, undergraduate program support, graduate and professional student fellowship support, and program support (including internal cross-School, central, operational, and international program initiatives).

Estimated cost: $ 550,000 per year.

Proposal 9: Implementation of proposals relating to the current racial awareness programs for faculty, teaching assistants, staff supervisors and resident assistants. Conduct exit interviews with departing faculty/students/staff.

This first item is under review by the Commission. However, I believe that it is essential that the University proceed to conduct exit interviews with faculty/students/staff. I suggest that Deans and department/graduate group chairs should interview departing faculty; Schools should designate responsibility for which administrative or academic officer should interview departing graduate and professional students; undergraduate deans should designate responsibility for exit interviews with undergraduate students; and administrative supervisors should conduct interviews with departing staff. The results of these exit interviews should be forwarded to the Director of Affirmative Action so that an annual report, by constituent group, can be made to assess reasons for faculty/student/staff departures and to ascertain whether resources can be put into place to assist in the retention of these community members or others who might be lost from various Schools and administrative divisions.

OTHER RECOMMENDATIONS

The following proposals should also be considered by appropriate academic and administrative officers for implementation.

1. UNDERGRADUATES

- Pre-baccalaureate academic programs that provide outreach to minority secondary school students should be expanded to increase student interest in applying to Penn (for example, we could expand the successful LEAD program).

- The University should continue the process of enhancing minority recruitment strategies so that Penn gives more attention to urban schools and rural areas with large populations of under-represented minority students. Also, the importance of continued vigilance in the recruitment and support of City of Philadelphia and Commonwealth of Pennsylvania students is essential to maintaining strong partnerships with these community members.

- The minority community (alumni, faculty, students and staff) should be engaged more actively to more effectively and systematically recruit minority applicants. Students, alumni, and faculty can assist in

the post-admission recruiting process as well. For example, alumni might host Penn-sponsored events for admitted students around the country, and special efforts should be made to ensure minority alumni participation in urban areas or other regions with many minority admittees. In areas with few minority admittees, students, faculty, and alumni could make telephone calls, invite prospective students to dinner, or otherwise make some meaningful contact to encourage them to attend Penn.

- Additional financial aid counselors need to be hired by the Office of Student Financial Services. Penn might also study, in the next two years, the feasibility of a loan forgiveness program for minority undergraduates who go on to complete a Ph.D. and professional degree programs at Penn. I suggest that such a loan forgiveness program commence when students begin teaching and that a certain amount of the loan be forgiven for each subsequent year they continue teaching. A model for this program already exists through the Andrew W. Mellon Foundation.

- Student achievements should be more actively and consistently publicized in University, local, and national publications as incentives for undergraduates to achieve their highest academic potential.

- The Office of Admissions should expand partnership and recruitment efforts with community colleges and other two-year institutions so that transfer pools can be may be admitted to Penn undergraduate programs

2. DATA GATHERING

The Office of Institutional Research and Policy Studies should be charged with gathering the following data, by February 15, 1994, from divisions and departments for the use of all committed to increasing the presence of under-represented minorities. Note: The Office of Institutional Research has given me (2/94) an intitial set of faculty, student and staff trend data. These are a good starting point. However, the data are not complete and must be further disaggregated as follows:

a. Faculty trend data, aggregated and disaggregated by School, racial cohort groups, gender, and by U.S. citizenship status, for the years 1981 - 1993.

b. Graduate and professional student trend data, aggregated and disaggregated, by School, by racial cohort group, gender, and by U.S. citizenship status for the years 1981 - 1993.

c. Undergraduate trend data, aggregated and disaggregated by School, by racial cohort group, gender, and by U.S. citizenship status) for the years 1981 - 1993.

d. Staff trend data aggregated and disaggregated by racial cohort group, U.S. citizenship status, gender, and by University PAF ranks, for the years 1981 - 1993.

e. Comparative recent history of current salary ranges, salary increases, and distribution among all racial and racial/gender cohort groups, gender, and by OFCCP cohort guidelines, for the years 1992 and 1991.

3. STAFF

Oversight for staff is the purview of the Executive Vice President and the Vice President for Human Resources. I have included these recommendations because they were suggested to me by community members during my preparation of this document. I herewith forward these to the University officers for their consideration.

Staff recommendations follow.

a. Promotion, training, and pay equity of staff should be routinely reviewed and tracked, i.e., per the MIT study shared by the former Director of Penn's Office of Affirmative Action.

b. A program of support should be developed for administrators which provides them with mentors and promotes their active participation in the life and governance of the University.

c. The community should expand aggregate numbers of people of color in key administrative positions at the executive and middle levels.

d. The Victim Support position should be maintained and occupied by an under-represented minority group member.

e. There should be defined career ladders and counseling for staff members.

f. Educational opportunities, both internal and external to Penn, should be expanded for under-represented minority staff.

g. There should be an expedited study of salary ranges for unranked executive U.S. under-represented minority administrators and managers, at PA level 5 and above, both by racial cohort and racial/gender cohort group, to review salary equity (this must be part of the overall historical salary review, but we are losing so many of the few persons at this rank that I believe this must be expedited).

h. There should be expanded efforts to recruit Asian staff members, particularly for administrative positions in Schools and centers where possibilities for expanded nurturing of students exists.

4. POLICIES AND PROCEDURES

All community members I contacted, and all materials I studied, support the review of the following policies and procedures:

- Student Code of Conduct;
- Financial Hold Procedures (the General Counsel's Office should issue a formal opinion on these);
- University judicial procedures; and
- The Racial Harassment Policy.

Note: I believe the current racial harassment policy is unenforceable and, therefore, should be replaced as its tenets are currently not supported by extant Federal, Commonwealth, or local statutes. It is an institutional imperative both that the right to protest, and the right to free speech, both be firmly and fully upheld. Speech must be answered, vigorously, with speech. However, in an educational community, where people from diverse, and often homogeneous learning populations come together, perhaps for the first time, into one, increasingly plural, community of scholars, an educational program must be established wherein actual and perceived power differentials in the ability to speak, and the capacity to be heard, must be mediated. I believe it is essential for all of us to be, at the least, civil, to all Penn community members and, at best, genuinely precocious in seeking out and celebrating our ability to make ourselves heard. No policy or statute can legislate attitudinal change or ameliorate

long-held beliefs, but I believe it is essential for us to reach some basic agreement upon that set of behaviors which should be a constant amongst family members who live and work together, and which will promote a climate and community in which all voices can proclaim their own truths, which can--and must-- be strongly challenged. Also, any behaviors which can be interdicted by Federal, Commonwealth, and local statutes must be aggressively terminated through the vigorous enforcement of applicable statues, and those in positions of authority who have the capacity to redress illegal behaviors, and who do not choose to act, should be held accountable.

5. CURRICULUM

a. The matriculation rate of Chicano undergraduate students is low. Therefore, I suggest the implementation of undergraduate courses concerning Chicano history and the possible establishment of a major program. The University should recognize that a greater percentage of minorities might choose to matriculate to Penn if courses are offered concerning their particular heritage and culture. When establishing these programs, departments and/or School administrators should recognize the difference between international ethnic groups and racial minorities. For instance, there are cultural differences between the Chicanos and Latinos, Black Caribbeans and African

Americans, and other racial minority populations, and care must be taken not to assume that the needs of one group necessarily apply to another.

b. I suggest the establishment of additional Caribbean classes in both the History and Folklore/Folklife departments. In conjunction with this, the faculty should include indigenous faculty.

c. I suggest the establishment, in the School of Arts and Sciences, of a separate Asian Studies Department, separate from that area of institutional disciplinary study currently defined as "Middle Eastern Study." Such an Asian American Studies Program might include the following:

   1. A permanent fund for a yearly Asian American studies lecture series;
   2. A permanent fund for a yearly visiting distinguished professor of Asian American studies;
   3. A permanent fund for undergraduates wishing to pursue research opportunities related to Asian American issues;
   4. Departmental incentives for faculty candidates who express an interest in teaching Asian American studies; and
   5. Annual distribution, to SAS and other university departments, of information which encourages Asian American interdisciplinary studies.

6. ALUMNI DEVELOPMENT

Many respondents indicated that the University must expand outreach efforts to racial minority alumni to both engage them as active partners in institutional alumni affairs and to expand the programming of alumni affiliation groups. The model of the Council of Penn Women might be used for the support of these groups.

III. CONCLUSION

These are my initial recommendations after my review of extant commitments, proposals, and recommendations that have been developed over the past two decades regarding under-represented minority cohort groups' access, support, retention, and promotion at Penn. I believe, after review and additional comment during the Spring, 1994 semester, these recommendations and expanded institutional data need to be reviewed by the Council of Deans and their respective faculties and students and adopted, as refined through the School review process. Further, I recommend that the Provost charge the Council of Deans with conducting this review process during the Fall, 1994 semester so that School plans can be forwarded to the Provost by the close of the Fall, 1994 semester, and an institutional plan can be developed and set into place.

As we successfully reshape our efforts in all of the areas I have referenced, I believe we can assure the continued distinction of our University in the 21st century and all of the years beyond...

I look forward to speaking with all community members about these recommendations in the near future.

IV. Initial Data

The following are student, faculty, and staff data gathered in 2/94 by the Office of Institutional Research.

UNIVERSITY OF PENNSYLVANIA - FACULTY

ASSISTANT PROFESSORS

By Race and School

		Fall								
		1981	1986	1987	1988	1989	1990	1991	1992	1993
TOTAL	Afr.-Amer.	14	19	23	24	22	26	21	24	25
	Asian	22	32	34	40	46	49	51	44	40
	Hispanic	6	10	9	8	7	9	8	6	8
	Other	534	516	483	514	517	486	516	515	589
ANNENBERG	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	1	1	1
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	3	1	1	1	0	0	1	1	1
ARTS & SCIENCES	Afr.-Amer.	2	4	3	4	4	6	6	4	2
	Asian	4	6	5	6	5	7	6	4	4
	Hispanic	2	4	3	3	2	2	2	2	2
	Other	120	99	92	93	93	89	82	77	82
DENTAL	Afr.-Amer.	1	0	0	1	1	2	2	4	4
	Asian	2	0	0	1	0	0	0	1	1
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	34	12	6	6	7	8	12	16	16
EDUCATION	Afr.-Amer.	0	0	2	2	2	3	1	2	2
	Asian	0	1	0	0	0	0	0	0	0
	Hispanic	1	0	0	0	0	0	0	0	1
	Other	9	5	5	4	3	4	3	3	3
ENGINEERING	Afr.-Amer.	0	0	0	0	0	1	1	1	1
	Asian	4	7	10	11	9	7	8	6	4
	Hispanic	0	0	1	1	1	2	2	2	2
	Other	18	13	12	13	14	13	12	13	13
FINE ARTS	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	6	3	5	6	6	5	6	6	6
LAW	Afr.-Amer.	2	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	4	8	5	6	6	7	6	6	7
MEDICINE	Afr.-Amer.	5	12	13	12	11	11	8	10	11
	Asian	10	11	8	9	18	19	21	17	18
	Hispanic	2	5	4	3	3	4	3	2	3
	Other	261	279	252	291	297	282	314	319	378
NURSING	Afr.-Amer.	2	1	2	2	1	1	1	2	2
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	8	22	24	17	15	15	7	9	11
SOCIAL WORK	Afr.-Amer.	1	0	0	0	0	0	0	1	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	1	1	1	1	1	0	0
	Other	6	2	3	3	3	3	4	3	3
VETERINARY	Afr.-Amer.	0	1	1	1	1	1	1	1	1
	Asian	0	1	1	1	1	1	1	1	1
	Hispanic	1	1	0	0	0	0	0	0	0
	Other	29	29	33	34	31	29	29	33	35
WHARTON	Afr.-Amer.	1	1	2	2	2	1	1	2	2
	Asian	2	6	10	12	12	15	14	11	9
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	37	43	44	40	42	31	40	37	43

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Source: Affirmative Action Report

UNIVERSITY OF PENNSYLVANIA - FACULTY

ASSOCIATE PROFESSORS

By Race and School

		Fall								
		1985	1986	1987	1988	1989	1990	1991	1992	1993
TOTAL	Afr.-Amer.	8	14	13	14	15	14	12	18	17
	Asian	15	13	21	16	18	20	20	21	23
	Hispanic	12	7	7	7	7	8	8	8	8
	Other	421	398	427	437	438	441	446	432	423
ANNENBERG	Afr.-Amer.	0	0	1	1	1	1	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	2	2	3	3	3	2	2	2	2
ARTS & SCIENCES	Afr.-Amer.	1	2	2	2	2	2	3	5	4
	Asian	3	2	2	1	2	2	3	2	3
	Hispanic	4	2	2	1	2	1	1	1	1
	Other	106	100	93	92	90	91	95	93	90
DENTAL	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	0	1	1	1	1	1	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	17	15	18	17	18	16	15	14	14
EDUCATION	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	8	8	8	8	9	8	9	9	10
ENGINEERING	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	1	1	0	0	2	3	3	4	5
	Hispanic	1	0	1	1	1	1	1	1	1
	Other	15	18	19	20	22	20	16	15	17
FINE ARTS	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	1	1	0
	Other	14	10	10	11	8	10	8	7	8
LAW	Afr.-Amer.	0	2	2	3	3	2	2	1	1
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	1	5	4	4	4	4	5	5	5
MEDICINE	Afr.-Amer.	3	5	3	3	5	4	3	6	6
	Asian	6	6	11	10	9	10	10	10	10
	Hispanic	6	5	4	5	4	5	5	5	4
	Other	183	182	192	200	204	209	211	202	193
NURSING	Afr.-Amer.	0	1	1	1	1	1	1	1	1
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	11	12	14	19	18	19	21	23	23
SOCIAL WORK	Afr.-Amer.	4	4	4	4	3	4	3	4	4
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	3	3	3	3	4	5	3	3	3
VETERINARY	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	1	2	0	0	0	0	0	0	0
	Hispanic	1	0	0	0	0	0	0	0	0
	Other	22	23	24	22	20	19	23	26	26
WHARTON	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	4	2	1	4	4	4	4	5	5
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	39	42	39	36	38	38	38	37	36

Source: Affirmative Action Report

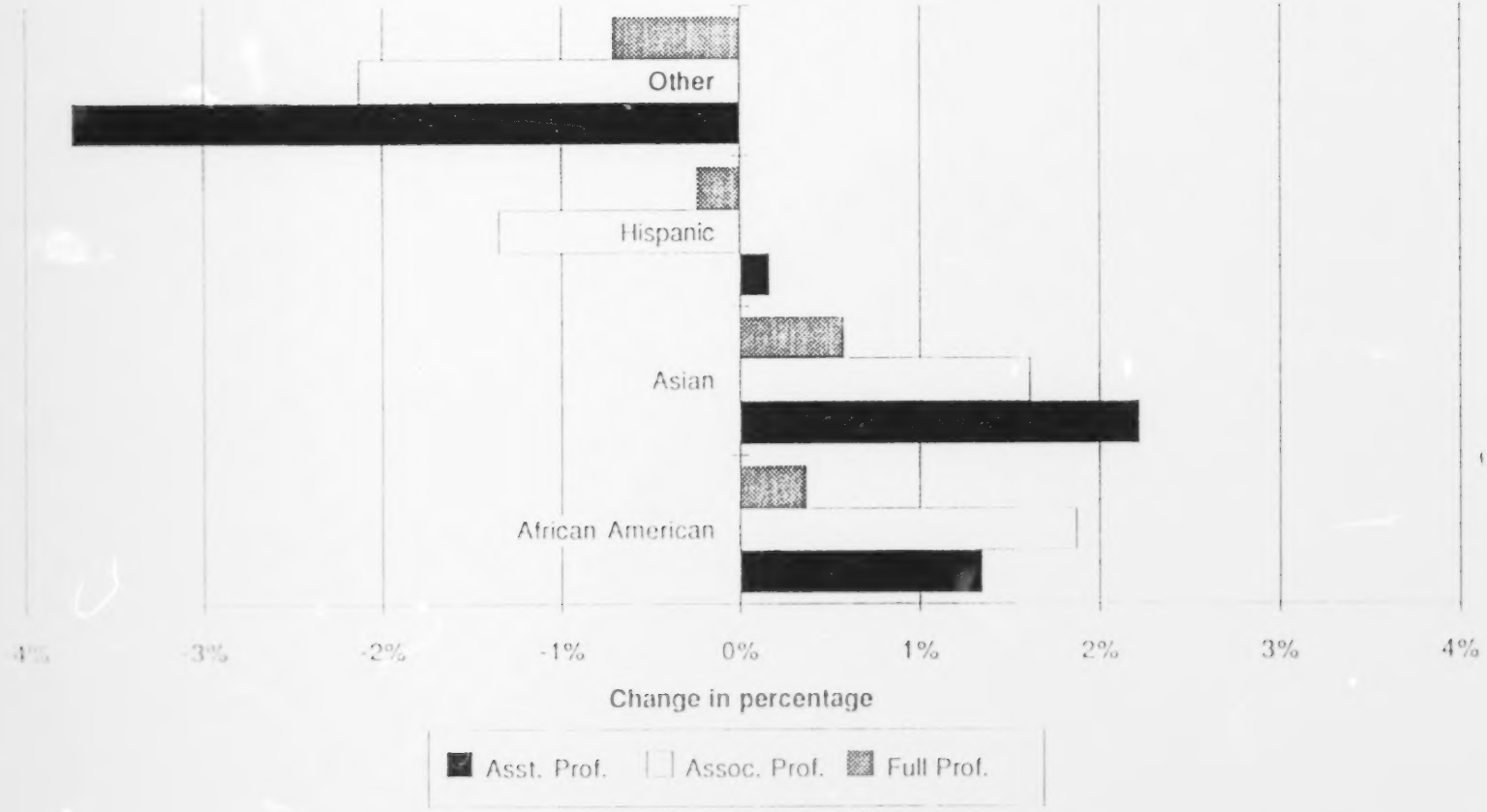
UNIVERSITY OF PENNSYLVANIA - FACULTY

FULL PROFESSORS
By Race and School

		Fall								
		1981	1986	1987	1988	1989	1990	1991	1992	1993
TOTAL	Afr.-Amer.	8	7	8	10	11	13	13	11	12
	Asian	19	20	22	24	25	25	25	25	26
	Hispanic	9	14	13	13	13	11	11	9	8
	Other	720	731	759	793	802	808	813	797	795
ANNENBERG	Afr.-Amer.	0	0	0	0	0	0	1	1	1
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	5	7	7	6	7	8	7	7	7
ARTS & SCIENCES	Afr.-Amer.	2	2	3	4	4	4	5	4	4
	Asian	7	7	8	9	9	9	8	8	8
	Hispanic	4	5	5	5	5	3	3	3	3
	Other	256	264	265	266	271	277	270	274	268
DENTAL	Afr.-Amer.	2	1	1	1	2	2	1	1	1
	Asian	0	0	0	0	0	0	0	1	1
	Hispanic	1	1	1	1	1	1	1	0	0
	Other	30	27	24	22	21	21	20	18	21
EDUCATION	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	9	11	11	12	13	12	12	11	13
ENGINEERING	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	5	3	4	4	4	4	4	4	5
	Hispanic	0	1	1	1	1	1	1	1	1
	Other	53	55	55	57	55	54	56	56	56
FINE ARTS	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	1	0	0	0	0	0	0	0	0
	Other	15	18	21	20	19	18	18	16	14
LAW	Afr.-Amer.	0	0	0	0	0	1	1	2	2
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	21	12	16	16	15	16	17	18	19
MEDICINE	Afr.-Amer.	2	3	3	4	4	5	4	3	4
	Asian	4	6	6	7	9	9	9	9	11
	Hispanic	2	5	4	4	4	4	4	3	3
	Other	216	209	219	256	264	260	263	255	260
NURSING	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	3	6	7	10	11	11	12	13	13
SOCIAL WORK	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	0	0	0	0	0	0	0	0	0
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	6	4	4	4	4	5	5	5	5
VETERINARY	Afr.-Amer.	0	0	0	0	0	0	0	0	0
	Asian	2	3	3	3	2	2	2	2	2
	Hispanic	1	2	2	2	2	2	2	2	2
	Other	48	48	50	51	47	48	51	47	46
WHARTON	Afr.-Amer.	2	1	1	1	1	1	1	1	1
	Asian	1	1	1	1	1	1	1	1	1
	Hispanic	0	0	0	0	0	0	0	0	0
	Other	60	70	71	74	75	79	81	78	78

Source: Affirmative Action Report

UNIVERSITY OF PENNSYLVANIA - FULL TIME FACULTY
Change in the percentage of different races and ethnicities
1981-1993



UNIVERSITY OF PENNSYLVANIA - FULL TIME STAFF

Distribution by occupational activity according to race and gender

Races & Ethnicity	1978			1983			1989			1991			1993		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
All Races & Ethnicities															
Exec/Admin/Mngr	278	332	610	953	497	1,450	457	464	921	526	491	1,017	560	485	1,045
Prof. Non faculty	1,023	470	1,493	1,250	447	1,697	2,194	769	2,963	2,432	875	3,307	2,621	987	3,608
Clerical & Secretarial	1,608	198	1,806	1,623	293	1,916	2,228	385	2,613	2,290	440	2,730	2,273	470	2,743
Technical & Para Prof	739	321	1,060	962	227	1,189	692	311	1,003	679	285	964	714	298	1,012
Skilled	3	286	289	4	289	293	2	285	287	4	289	293	4	286	290
Service & Maintenance	684	599	1,283	711	676	1,387	820	774	1,594	807	827	1,634	803	846	1,649
Total	**4,335**	**2,206**	**6,541**	**5,503**	**2,429**	**7,932**	**6,393**	**2,988**	**9,381**	**6,738**	**3,207**	**9,945**	**6,975**	**3,372**	**10,347**
Black, Non Hispanic															
Exec/Admin/Mngr	32	27	59	144	53	197	46	30	76	60	35	95	56	34	90
Prof. Non faculty	73	17	90	103	23	126	246	54	300	321	76	397	377	75	452
Clerical & Secretarial	425	70	495	461	84	545	995	121	1,116	1,097	172	1,269	1,105	166	1,271
Technical & Para Prof	175	68	243	454	64	518	261	54	315	259	56	315	272	57	329
Skilled	2	46	48	0	41	41	1	39	40	1	40	41	2	43	45
Service & Maintenance	554	337	891	614	413	1,027	626	448	1,074	603	477	1,080	553	473	1,026
Total	**1,261**	**565**	**1,826**	**1,776**	**678**	**2,454**	**2,175**	**746**	**2,921**	**2,341**	**856**	**3,197**	**2,365**	**848**	**3,213**
American Indian or Alaskan Native															
Exec/Admin/Mngr	0	0	0	0	0	0	1	0	1	1	0	1	1	0	1
Prof. Non faculty	0	0	0	1	0	1	8	0	8	10	1	11	3	1	4
Clerical & Secretarial	3	0	3	3	1	4	3	0	3	1	0	1	0	0	0
Technical & Para Prof	6	0	6	1	1	2	1	3	4	3	3	6	0	1	1
Skilled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Service & Maintenance	0	2	2	0	1	1	3	2	5	5	2	7	0	1	1
Total	**9**	**2**	**11**	**5**	**3**	**8**	**16**	**5**	**21**	**20**	**6**	**26**	**4**	**3**	**7**
Asian or Pacific Islander															
Exec/Admin/Mngr	5	1	6	17	11	28	9	5	14	11	8	19	16	9	25
Prof. Non faculty	39	13	52	69	16	85	110	44	154	167	64	231	169	73	242
Clerical & Secretarial	17	6	23	52	7	59	27	15	42	44	20	64	37	20	57
Technical & Para Prof	78	10	88	16	10	26	25	15	40	40	23	63	40	16	56
Skilled	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Service & Maintenance	2	10	12	3	16	19	16	18	34	23	22	45	13	14	27
Total	**141**	**40**	**181**	**157**	**61**	**218**	**187**	**97**	**284**	**285**	**137**	**422**	**275**	**132**	**407**

UNIVERSITY OF PENNSYLVANIA - FULL TIME STAFF

Distribution by occupational activity
according to race and gender

Races & Ethnicity	1978			1983			1989			1991			1993		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Hispanic															
Exec/Admin/Mngt	1	2	3	3	3	6	4	9	13	6	5	11	4	4	8
Prof. Non faculty	4	3	7	7	3	10	12	8	20	19	12	31	25	14	39
Clerical & Secretarial	16	5	21	15	3	18	28	5	33	30	8	38	32	11	43
Technical & Para Prof	3	5	8	5	7	12	5	5	10	12	3	15	9	8	17
Skilled	0	1	1	0	2	2	0	3	3	0	2	2	0	2	2
Service & Maintenance	1	5	6	3	12	15	4	14	18	5	25	30	9	24	33
Total	**25**	**21**	**46**	**33**	**30**	**63**	**53**	**44**	**97**	**72**	**55**	**127**	**79**	**63**	**142**
White, Non Hispanic															
Exec/Admin/Mngt	240	301	541	789	430	1,219	397	420	817	448	443	891	482	437	919
Prof. Non faculty	907	437	1,344	1,070	405	1,475	1,818	663	2,481	1,915	722	2,637	1,977	812	2,789
Clerical & Secretarial	1,147	119	1,266	1,092	198	1,290	1,175	244	1,419	1,118	240	1,358	1,084	269	1,353
Technical & Para Prof	477	238	715	486	145	631	400	234	634	365	200	565	382	200	582
Skilled	1	239	240	4	245	249	1	243	244	3	247	250	2	239	241
Service & Maintenance	127	244	371	91	234	325	171	292	463	171	301	472	186	309	495
Total	**2,899**	**1,578**	**4,477**	**3,532**	**1,657**	**5,189**	**3,962**	**2,096**	**6,058**	**4,020**	**2,153**	**6,173**	**4,113**	**2,266**	**6,379**
Other															
Exec/Admin/Mngt	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1	1	2
Prof. Non faculty	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	70	12	82
Clerical & Secretarial	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	15	4	19
Technical & Para Prof	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	11	16	27
Skilled	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	2	2
Service & Maintenance	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	42	25	67
Total	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**139**	**60**	**199**

Source: EEO6 Reports

Note: Some of the Exec/Admin/Mngt Staff may also be included in faculty

Note: Includes employees of the Hospital of the University of Pennsylvania

UNIVERSITY OF PENNSYLVANIA - FULL TIME STAFF

Percentage distribution by occupational activity according to race and gender

Races & Ethnicity	1978			1983			1989			1991			1993		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
All Races & Ethnicities															
Exec/Admin/Mngr	278	332	610	953	497	1,450	457	464	921	526	491	1,017	560	485	1,045
Prof. Non faculty	1,023	470	1,493	1,250	447	1,697	2,194	769	2,963	2,432	875	3,307	2,621	987	3,608
Clerical & Secretarial	1,608	198	1,806	1,623	293	1,916	2,228	385	2,613	2,290	440	2,730	2,273	470	2,743
Technical & Para Prof	739	321	1,060	962	227	1,189	692	311	1,003	679	285	964	714	298	1,012
Skilled	3	286	289	4	289	293	2	285	287	4	289	293	4	286	290
Service & Maintenance	684	599	1,283	711	676	1,387	820	774	1,594	807	827	1,634	803	846	1,649
Total	**4,335**	**2,206**	**6,541**	**5,503**	**2,429**	**7,932**	**6,393**	**2,988**	**9,381**	**6,738**	**3,207**	**9,945**	**6,975**	**3,372**	**10,347**
Black, Non Hispanic															
Exec/Admin/Mngr	11.5%	8.1%	9.7%	15.1%	10.7%	13.6%	10.1%	6.5%	8.3%	11.4%	7.1%	9.3%	10.0%	7.0%	8.6%
Prof. Non faculty	7.1%	3.6%	6.0%	8.2%	5.1%	7.4%	11.2%	7.0%	10.1%	13.2%	8.7%	12.0%	14.4%	7.6%	12.5%
Clerical & Secretarial	26.4%	35.4%	27.4%	28.4%	28.7%	28.4%	44.7%	31.4%	42.7%	47.9%	39.1%	46.5%	48.6%	35.3%	46.3%
Technical & Para Prof	23.7%	21.2%	22.9%	47.2%	28.2%	43.6%	37.7%	17.4%	31.4%	38.1%	19.6%	32.7%	38.1%	19.1%	32.5%
Skilled	66.7%	16.1%	16.6%	0.0%	14.2%	14.0%	50.0%	13.7%	13.9%	25.0%	13.8%	14.0%	50.0%	15.0%	15.5%
Service & Maintenance	81.0%	56.3%	69.4%	86.4%	61.1%	74.0%	76.3%	57.9%	67.4%	74.7%	57.7%	66.1%	68.9%	55.9%	62.2%
Total	**29.1%**	**25.6%**	**27.9%**	**32.3%**	**27.9%**	**30.9%**	**34.0%**	**25.0%**	**31.1%**	**34.7%**	**26.7%**	**32.1%**	**33.9%**	**25.1%**	**31.1%**
American Indian or Alaskan Native															
Exec/Admin/Mngr	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%	0.2%	0.0%	0.1%	0.2%	0.0%	0.1%
Prof. Non faculty	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.4%	0.0%	0.3%	0.4%	0.1%	0.3%	0.1%	0.1%	0.1%
Clerical & Secretarial	0.2%	0.0%	0.2%	0.2%	0.3%	0.2%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Technical & Para Prof	0.8%	0.0%	0.6%	0.1%	0.4%	0.2%	0.1%	1.0%	0.4%	0.4%	1.1%	0.6%	0.0%	0.3%	0.1%
Skilled	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Service & Maintenance	0.0%	0.3%	0.2%	0.0%	0.1%	0.1%	0.4%	0.3%	0.3%	0.6%	0.2%	0.4%	0.0%	0.1%	0.1%
Total	**0.2%**	**0.1%**	**0.2%**	**0.1%**	**0.1%**	**0.1%**	**0.3%**	**0.2%**	**0.2%**	**0.3%**	**0.2%**	**0.3%**	**0.1%**	**0.1%**	**0.1%**
Asian or Pacific Islander															
Exec/Admin/Mngr	1.8%	0.3%	1.0%	1.8%	2.2%	1.9%	2.0%	1.1%	1.5%	2.1%	1.6%	1.9%	2.9%	1.9%	2.4%
Prof. Non faculty	3.8%	2.8%	3.5%	5.5%	3.6%	5.0%	5.0%	5.7%	5.2%	6.9%	7.3%	7.0%	6.4%	7.4%	6.7%
Clerical & Secretarial	1.1%	3.0%	1.3%	3.2%	2.4%	3.1%	1.2%	3.9%	1.6%	1.9%	4.5%	2.3%	1.6%	4.3%	2.1%
Technical & Para Prof	10.6%	3.1%	8.3%	1.7%	4.4%	2.2%	3.6%	4.8%	4.0%	5.9%	8.1%	6.5%	5.6%	5.4%	5.5%
Skilled	0.0%	0.0%	0.0%	0.0%	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Service & Maintenance	0.3%	1.7%	0.9%	0.4%	2.4%	1.4%	2.0%	2.3%	2.1%	2.9%	2.7%	2.8%	1.6%	1.7%	1.6%
Total	**1.3%**	**1.8%**	**2.8%**	**2.9%**	**2.5%**	**2.7%**	**2.9%**	**3.2%**	**3.0%**	**4.2%**	**4.3%**	**4.2%**	**3.9%**	**3.9%**	**3.9%**

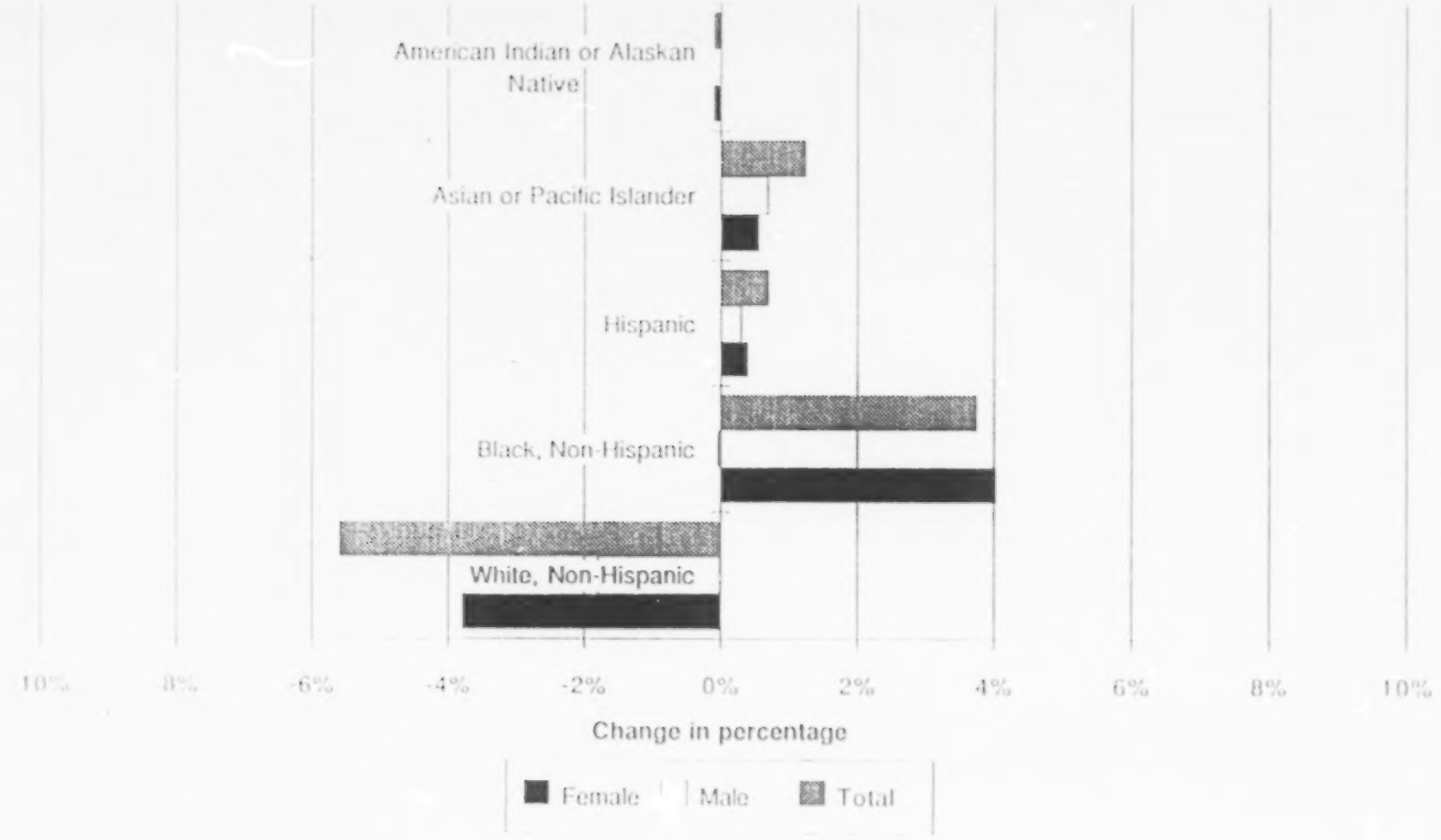
UNIVERSITY OF PENNSYLVANIA - FULL TIME STAFF

Percentage distribution by occupational activity according to race and gender

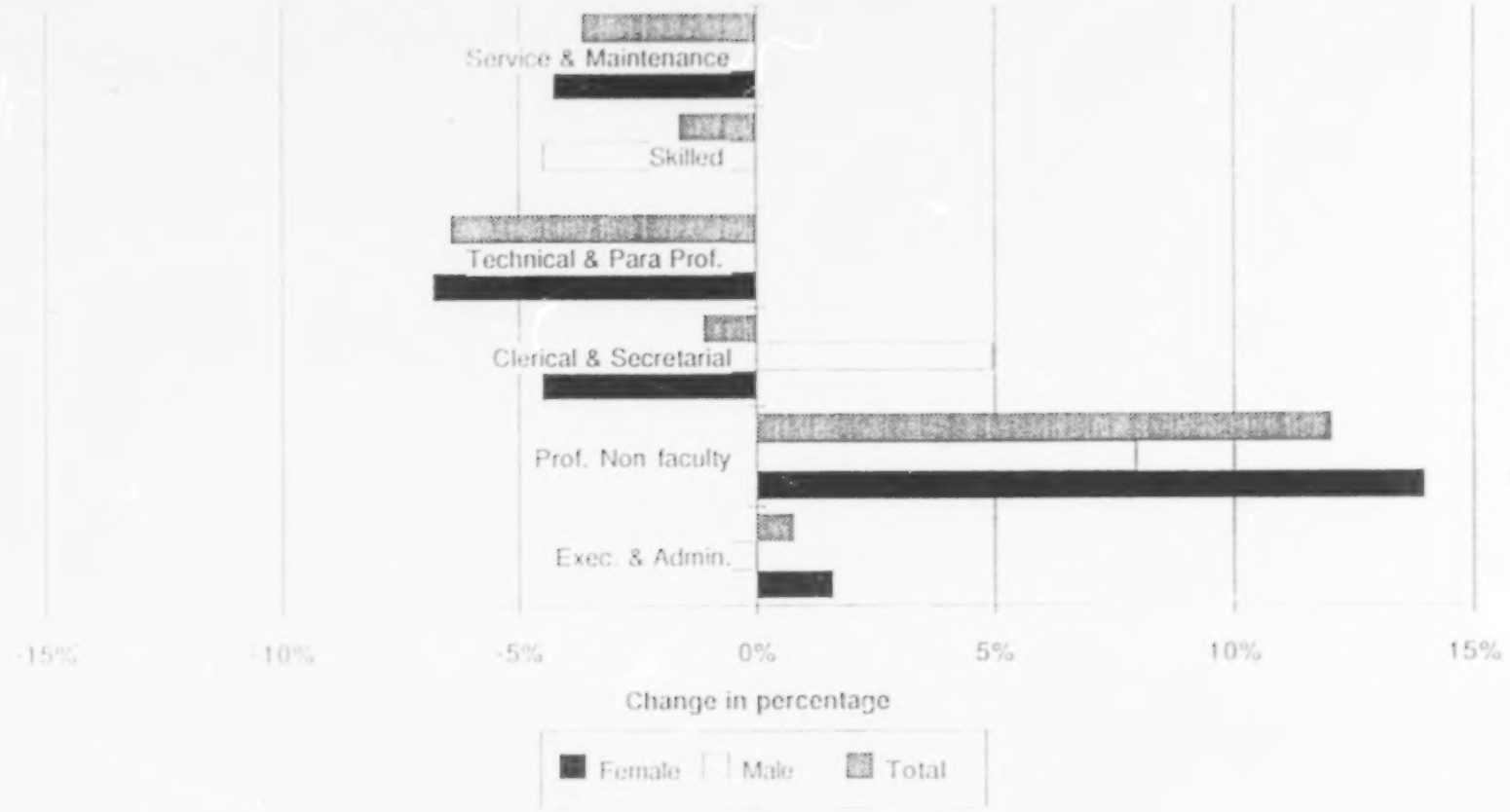
Races & Ethnicity	1978			1983			1989			1991			1993		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Hispanic															
Exec/Admin/Mngr	0.4%	0.6%	0.5%	0.3%	0.6%	0.4%	0.9%	1.9%	1.4%	1.1%	1.0%	1.1%	0.7%	0.8%	0.8%
Prof. Non faculty	0.4%	0.6%	0.5%	0.6%	0.7%	0.6%	0.5%	1.0%	0.7%	0.8%	1.4%	0.9%	1.0%	1.4%	1.1%
Clerical & Secretarial	1.0%	2.5%	1.2%	0.9%	1.0%	0.9%	1.3%	1.3%	1.3%	1.3%	1.8%	1.4%	1.4%	2.3%	1.6%
Technical & Para Prof.	0.4%	1.6%	0.8%	0.5%	3.1%	1.0%	0.7%	1.6%	1.0%	1.8%	1.1%	1.6%	1.3%	2.7%	1.7%
Skilled	0.0%	0.3%	0.3%	0.0%	0.7%	0.7%	0.0%	1.1%	1.0%	0.0%	0.7%	0.7%	0.0%	0.7%	0.7%
Service & Maintenance	0.1%	0.8%	0.5%	0.4%	1.8%	1.1%	0.5%	1.8%	1.1%	0.6%	3.0%	1.8%	1.1%	2.8%	2.0%
Total	**0.6%**	**1.0%**	**0.7%**	**0.6%**	**1.2%**	**0.8%**	**0.8%**	**1.5%**	**1.0%**	**1.1%**	**1.7%**	**1.3%**	**1.1%**	**1.9%**	**1.4%**
White, Non Hispanic															
Exec/Admin/Mngr	86.3%	90.7%	88.7%	82.8%	86.5%	84.1%	86.9%	90.5%	88.7%	85.2%	90.2%	87.6%	86.1%	90.1%	87.9%
Prof. Non faculty	89.7%	93.0%	90.0%	85.6%	90.6%	86.9%	82.9%	86.2%	83.7%	78.7%	82.5%	79.7%	75.4%	82.3%	77.3%
Clerical & Secretarial	71.3%	60.1%	70.1%	67.3%	67.6%	67.3%	52.7%	63.4%	54.3%	48.8%	54.5%	49.7%	47.7%	57.2%	49.3%
Technical & Para Prof.	64.5%	74.1%	67.5%	50.5%	63.9%	53.1%	57.8%	75.2%	63.2%	53.8%	70.2%	58.6%	53.5%	67.1%	57.5%
Skilled	33.3%	93.6%	83.0%	100.0%	84.8%	85.0%	50.0%	85.3%	85.0%	75.0%	85.5%	85.3%	50.0%	83.6%	83.1%
Service & Maintenance	18.6%	40.7%	28.9%	12.8%	34.6%	23.4%	20.9%	37.7%	29.0%	21.2%	36.4%	28.9%	23.2%	36.5%	30.0%
Total	**66.9%**	**71.5%**	**68.4%**	**64.2%**	**68.2%**	**65.4%**	**62.0%**	**70.1%**	**64.6%**	**59.7%**	**67.1%**	**62.1%**	**59.0%**	**67.2%**	**61.7%**
Other															
Exec/Admin/Mngr	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.2%	0.2%	0.2%
Prof. Non faculty	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2.7%	1.2%	2.3%
Clerical & Secretarial	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.7%	0.9%	0.7%
Technical & Para Prof.	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	1.5%	5.4%	2.7%
Skilled	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0.0%	0.7%	0.7%
Service & Maintenance	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	5.2%	3.0%	4.1%
Total	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**NA**	**2.0%**	**1.8%**	**1.9%**

Source: EEO-1 Reports.
Note: Some of the Exec/Admin/Mngr Staff may also be included in faculty
Note: Includes employees of the Hospital of the University of Pennsylvania

UNIVERSITY OF PENNSYLVANIA - FULL-TIME STAFF
Change in the percentage of different races and ethnicities
1978 to 1993



UNIVERSITY OF PENNSYLVANIA - FULL TIME STAFF
Change in percentage of different occupation
1978 to 1993



UNIVERSITY OF PENNSYLVANIA - FULL TIME UNDERGRADUATE STUDENTS

Distribution by race and gender

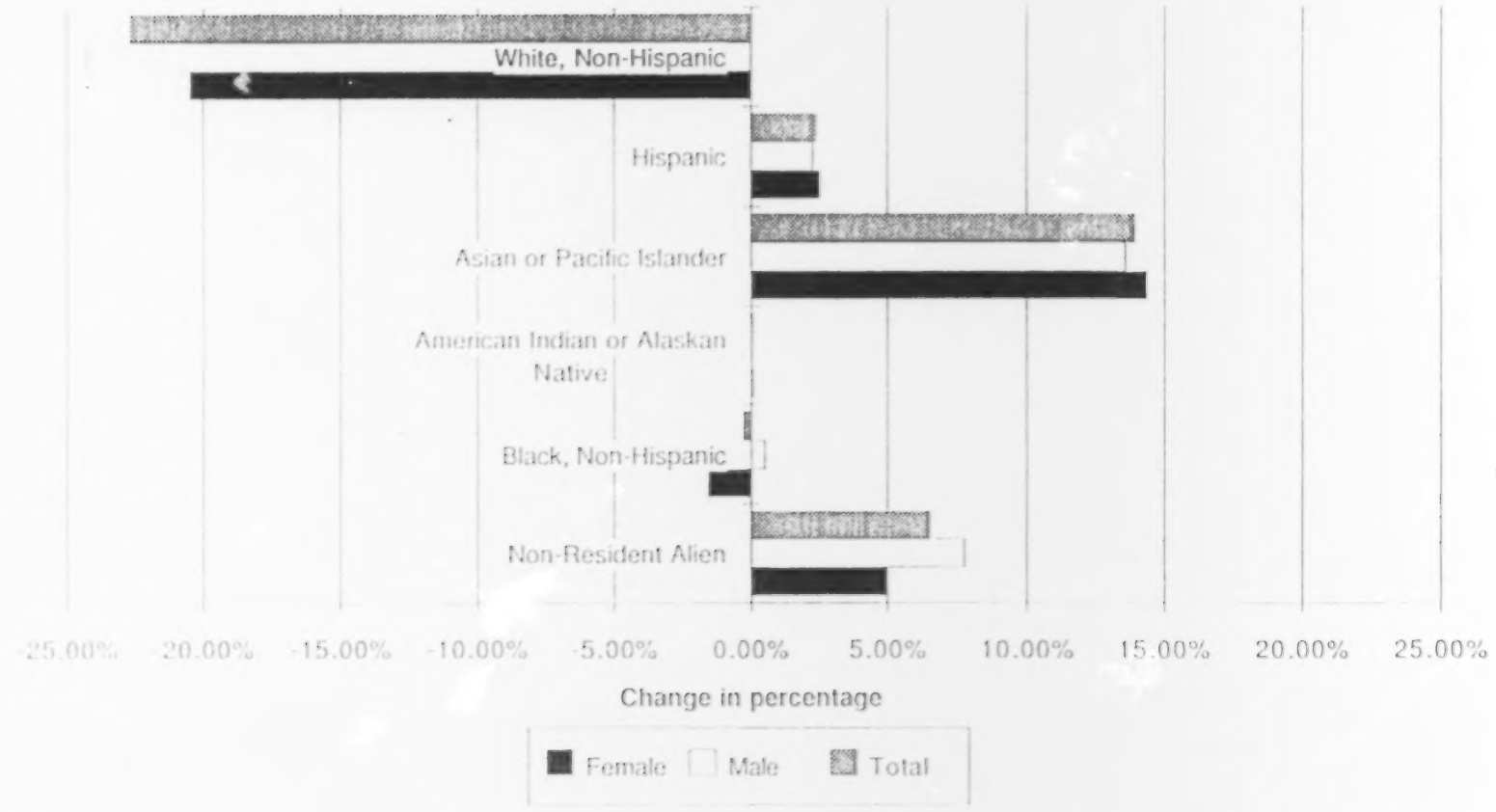
Race & Ethnicity	1978			1984			1988			1990			1993		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
All Races & Ethnicities	3,560	5,246	8,806	3,976	5,278	9,254	4,041	5,303	9,344	4,081	5,462	9,543	4,125	5,313	9,438
Non Resident Alien	70	182	252	137	258	395	183	427	610	211	466	677	288	598	886
Black, Non Hispanic	280	221	501	254	223	477	329	241	570	337	253	590	260	252	512
American Indian or Alaskan Native	1	10	11	8	4	12	5	5	10	5	8	13	5	12	17
Asian or Pacific Islander	117	162	279	240	291	531	435	437	872	585	622	1,207	729	886	1,615
Hispanic	49	70	119	102	124	226	140	145	285	125	187	312	161	193	354
White, Non Hispanic	3,043	4,601	7,644	3,235	4,378	7,613	2,949	4,048	6,997	2,818	3,926	6,744	2,682	3,372	6,054
Other/Unknown Races & Ethnicities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Percentage Distribution

Race & Ethnicity	1978			1984			1988			1990			1993		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
All Races & Ethnicities	3,560	5,246	8,806	3,976	5,278	9,254	4,041	5,303	9,344	4,081	5,462	9,543	4,125	5,313	9,438
Non Resident Alien	2.0%	3.5%	2.9%	3.4%	4.9%	4.3%	4.5%	8.1%	6.5%	5.2%	8.5%	7.1%	7.0%	11.3%	9.4%
Black, Non Hispanic	7.9%	4.2%	5.7%	6.4%	4.2%	5.2%	8.1%	4.5%	6.1%	8.3%	4.6%	6.2%	6.3%	4.7%	5.4%
American Indian or Alaskan Native	0.0%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%
Asian or Pacific Islander	3.3%	3.1%	3.2%	6.0%	5.5%	5.7%	10.8%	8.2%	9.3%	14.3%	11.4%	12.6%	17.7%	16.7%	17.1%
Hispanic	1.4%	1.3%	1.4%	2.6%	2.3%	2.4%	3.5%	2.7%	3.1%	3.1%	3.4%	3.3%	3.9%	3.6%	3.8%
White, Non Hispanic	85.5%	87.7%	86.8%	81.4%	82.9%	82.3%	73.0%	76.3%	74.9%	69.1%	71.9%	70.7%	65.0%	63.5%	64.1%
Other/Unknown Races & Ethnicities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

*Source: IPEDS Fall Enrollment Data

UNIVERSITY OF PENNSYLVANIA -FULL TIME UNDERGRADUATE STUDENTS
Change in the percentage of different races and ethnicities
1978 to 1993



UNIVERSITY OF PENNSYLVANIA - GRADUATE & PROFESSIONAL STUDENTS

Distribution by race and gender

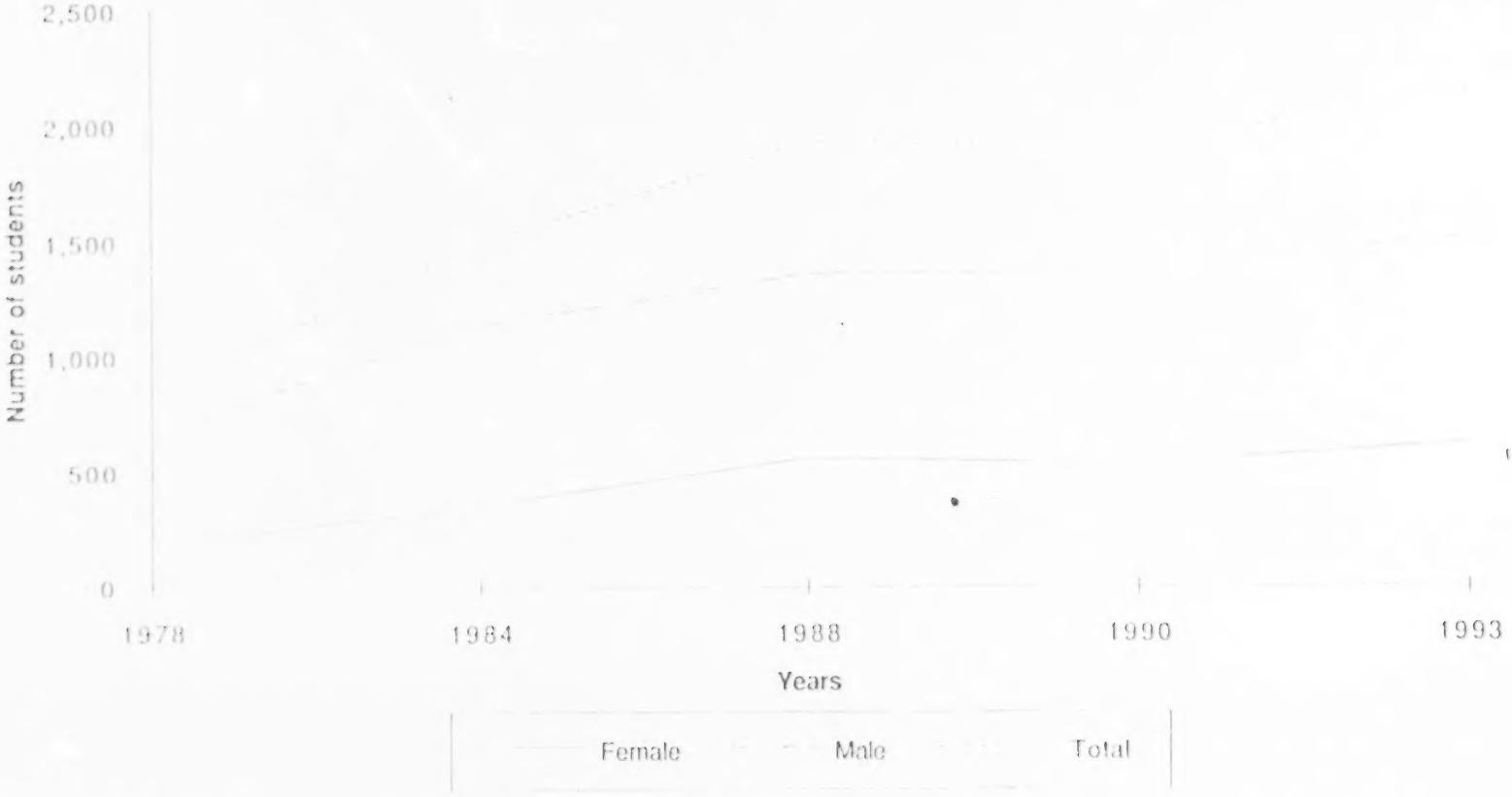
Races & Ethnicity	1978			1984			1988			1990			1993		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
All Races & Ethnicities	3,205	5,206	8,411	4,309	5,705	10,014	4,753	5,758	10,511	4,806	5,634	10,440	5,332	5,689	11,021
Non-Resident Alien	173	668	841	358	1,138	1,496	563	1,361	1,924	534	1,373	1,907	622	1,519	2,141
Black, Non-Hispanic	116	70	186	170	122	292	198	154	352	229	132	361	320	180	500
American Indian or Alaskan Native	7	6	13	17	8	25	12	8	20	14	9	23	15	8	23
Asian or Pacific Islander	35	62	97	79	110	189	130	160	290	171	189	360	270	265	535
Hispanic	35	68	103	42	86	128	69	101	170	64	98	162	93	100	193
White, Non-Hispanic	2,839	4,332	7,171	3,643	4,241	7,884	3,781	3,974	7,755	3,794	3,833	7,627	4,012	3,617	7,629
Other/Unknown Races & Ethnicities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Percentage Distribution

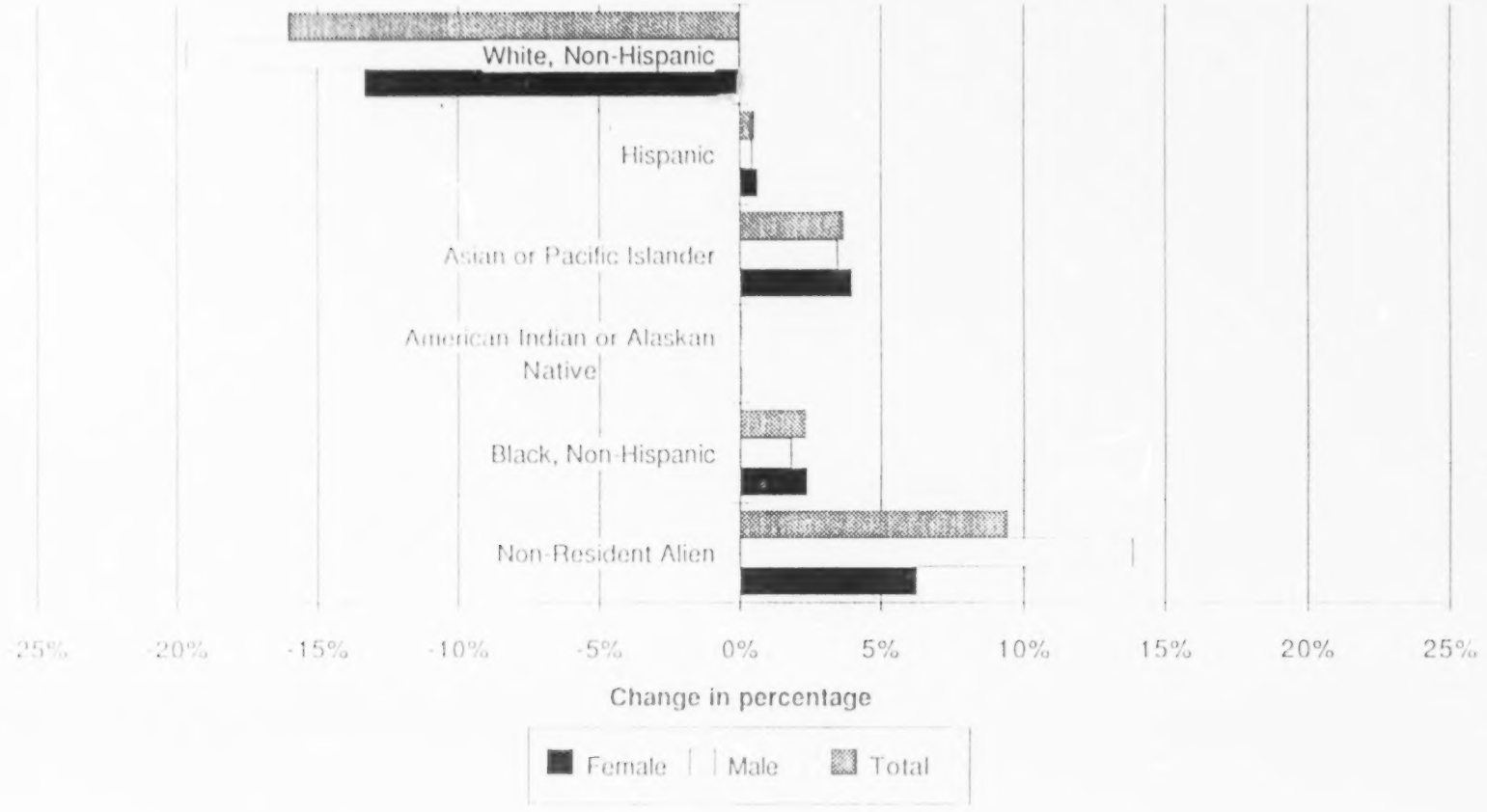
Races & Ethnicity	1978			1984			1988			1990			1993		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
All Races & Ethnicities	3,205	5,206	8,411	4,309	5,705	10,014	4,753	5,758	10,511	4,806	5,634	10,440	5,332	5,689	11,021
Non-Resident Alien	5.4%	12.8%	10.0%	8.3%	19.9%	14.9%	11.8%	23.6%	18.3%	11.1%	24.4%	18.3%	11.7%	26.7%	19.4%
Black, Non-Hispanic	3.6%	1.3%	2.2%	3.9%	2.1%	2.9%	4.2%	2.7%	3.3%	4.8%	2.3%	3.5%	6.0%	3.2%	4.5%
American Indian or Alaskan Native	0.2%	0.1%	0.2%	0.4%	0.1%	0.2%	0.3%	0.1%	0.2%	0.3%	0.2%	0.2%	0.3%	0.1%	0.2%
Asian or Pacific Islander	1.1%	1.2%	1.2%	1.8%	1.9%	1.9%	2.7%	2.8%	2.8%	3.6%	3.4%	3.4%	5.1%	4.7%	4.9%
Hispanic	1.1%	1.3%	1.2%	1.0%	1.5%	1.3%	1.5%	1.8%	1.6%	1.3%	1.7%	1.6%	1.7%	1.8%	1.8%
White, Non-Hispanic	88.6%	83.2%	85.3%	84.5%	74.3%	78.7%	79.5%	69.0%	73.8%	78.9%	68.0%	73.1%	75.2%	63.6%	69.2%
Other/Unknown Races & Ethnicities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Source: IPEDS Fall Enrollment Data

UNIVERSITY OF PENNSYLVANIA - GRADUATE and PROFESSIONAL STUDENTS
Non Resident Alien students



UNIVERSITY OF PENNSYLVANIA - GRADUATE and PROFESSIONAL STUDENTS
Change in the percentage of different races and ethnicities
1978 to 1993



UNIVERSITY OF PENNSYLVANIA - GRADUATE and PROFESSIONAL STUDENTS
All Races and Ethnicities

UNIVERSITY OF PENNSYLVANIA - GRADUATE and PROFESSIONAL STUDENTS
American Indian or Alaskan Native students

UNIVERSITY OF PENNSYLVANIA - GRADUATE and PROFESSIONAL STUDENTS
Black, Non-Hispanic students

UNIVERSITY OF PENNSYLVANIA - GRADUATE and PROFESSIONAL STUDENTS
Asian or Pacific Islander students

UNIVERSITY OF PENNSYLVANIA - GRADUATE and PROFESSIONAL STUDENTS
Hispanic students

UNIVERSITY OF PENNSYLVANIA - GRADUATE and PROFESSIONAL STUDENTS
White, Non-Hispanic students